ANTH 5032.810-820 Ethnographic and Qualitative Methods   
for Non-Anthropology Graduate Students  
 Spring 2019 Online

**COURSE INSTRUCTOR**

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**COURSE DESCRIPTION**

This course will provide a foundation for conducting applied anthropological fieldwork, building on any prior experience students may have. Instruction will combine online discussion of topics and case-studies in ethnographic fieldwork, which will culminate in the design and execution of an applied research project for a real-world “client”.

Throughout the semester, you will learn about “traditional” (or academic) long-term fieldwork approaches as well as rapid assessment techniques used by practicing anthropologists. Topics include but are not limited to: integrating theory and methods; designing research proposals and projects; identifying vulnerable populations and weighing ethical considerations; collecting and analyzing qualitative data; and presenting findings to clients.

To operationalize what you learn, you will engage in collaborative teamwork utilizing the following methods: conducting observations and engaging in participant observation; recruiting participants; constructing open-ended, semi-structured ethnographic interview questions; and conducting ethnographic interviews focus groups. This process will allow you to develop and refine important skill sets such as gaining informed consent; recording, writing and refining fieldnotes; transcribing and coding interviews and focus groups, and analyzing qualitative data using the online software program Dedoose.

**COMMUNICATION:**

**Announcements**: Because I use the “announcement” tool frequently in this class, make sure to adjust your Canvas notifications accordingly.  My announcements will ALSO populate emails within your official UNT Email Account, so check it frequently. Please email me from your UNT Email Account, including “ANTH 5032” or “Methods” in the subject line so I can identify you right off the bat. I only check email once a day, but I will do my best to get back to you within 24 hours.

**REFERENCE MATERIALS**

There are no required textbooks for you to purchase. Since this is a new class to me and to Canvas, there will likely be some “survivals” from Blackboard which I will work to disappear as the semester progresses. Meanwhile, just **follow the syllabus**, utilize electronic journals from the UNT ANTH 5032 Library Course Guide and selected chapters from the following books:

The Ethnographer’s Toolkit updated editions listed below, are available here: <https://guides.library.unt.edu/ANTH5032>

LeCompte, Margaret D. and Jean J. Schensul. 2010. Designing and Conducting Ethnographic Research: An Introduction. *Ethnographer’s Toolkit*, Volume 1, 2nd edition. Walnut Creek: Altamira Press. ISBN:9780759118690 (Referred to in Course Schedule as TKV1)

Schensul, Stephen L, Jean J. Schensul and Margaret D. LeCompte. 2012. Essential Ethnographic Methods: A Mixed Methods Approach. *Ethnographer’s Toolkit,* Volume 3, 2nd edition. Walnut Creek: Altamira Press. (Referred to in Course Schedule as TK V3).

LeCompte, Margaret D. and Jean J. Schensul. 2012. Analysis and Interpretation of Ethnographic Data: A Mixed Methods Approach. *Ethnographer’s Toolkit*, Volume 5, 2nd edition. Walnut Creek: Altamira Press. (Referred to in Course Schedule as TK V5)**.**

You will also find course references to selections from:

Esterberg, Kristin. 2002. Qualitative Methods in Social Research. Boston: McGraw Hill.

Emerson, Robert, Rachel Fretz, and Linda Shaw. 1995. Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press.

and other scholarly journal articles and book chapters.

**REQUIREMENTS**

**Check Canvas for a list of technical requirements.**

**Course pace:**  This is a fast-paced course, and requires a lot of tenacity.  Please stay in active communication with me, especially during the research project, so that you do not get behind.

**Readings:**  Make sure you keep up with the readings and complete all of the assignments on time.  We may not go over every word of the readings in the course lesson, but this does not make them any less important than what is discussed in class.  Since you are in a graduate course, I expect you to take initiative and read what has been assigned. 

**Assignment File Type***:* Unless otherwise instructed, please type your work in a word document, then copy and paste into the assignment submission box so I can use Canvas to comment on your writing and research. My editing will be “heavy-handed” early-on, and is intended to help you with future assignments. Incorporating feedback is especially important later on during the fieldwork project.  Transcribed interviews will need to be attached as word documents and raw fieldnotes will need to be scanned to pdf and uploaded as attachments.

**E-journals and Electronic Databases:**  E-journals are electronic journals to which the library subscribes.  To access e-journals, go to <http://www.library.unt.edu/>, click on e-journals, and then type the name of the journal for which you are looking. I have listed a number of anthropology e-journals in the “Research Design Assignment” guidelines.

**ANTH 5032 (formerly 5031) Library Course Page**<https://guides.library.unt.edu/ANTH5032>

You may access electronic databases through the ANTH 5031 library Course Page, located under “Subject and Course Guides” on the UNT Library Homepage <http://www.library.unt.edu/> or above, and get full text access to most journal articles. You can also contact our Social Science Librarian, Jen Rowe, for assistance, and she can guide you towards the sources and materials you need. [jennifer.rowe@unt.edu](mailto:jennifer.rowe@unt.edu)

**COURSE SCHEDULE AND ASSIGNMENTS:**Pay close attention to the Course Schedule as it contains weekly readings, assignment instructions, and due dates. These are also embedded into the Lessons. *Note: I reserve the right to add, delete, or revise segments of this course or syllabus*. Pay attention to the Course Announcements and email your questions as soon as they arise.

**1) Reading Assignments:**  You will have reading, writing and discussion assignments for Lessons 1-5. These assignments involve reading scholarly book selections and articles about the lesson topic and either posting an abstract about the article to the discussion board or posting an original response to topics listed in the discussion board.  See detailed instructions below and within the Lessons.

The goal in assigning scholarly articles about methods is to enhance your comprehension and writing skills and to foster class discussion.  Please follow the abstract guidelines in Canvas for your writing assignments.  Detailed instructions and links to the abstract guidelines are embedded in the Lessons.  Assignments are due by **11:59pm (central time) on the due date** indicated on the Course Schedule. Generally, abstract posts are due by Friday and responses are due by Sunday. Assignments are generally due by Sunday. The Course Schedule is posted in the Syllabus and Schedule tab within the Canvas action menu.  *I reserve the right to deduct points for each day an assignment is late.* Please let me know if you have any questions.

**2) Discussion Assignments:** Most Lessons have a Discussion Board component. Like any discussion, two tasks are required of you: first, post your abstract or original topic response; then, comment on your classmates’ abstracts or Lesson topic responses.

**Welcome and Introductions:**  Building community is an important aspect of this class. Your first assignment is to post a bio statement on the Welcome and Introductions discussion board, and to form teams of two (or three under special conditions). Your teammate will offer your first round of feedback on project assignments. Please post your bio statement by **11:59pm (central time), Friday, Jan. 18**.

**Abstract Discussion Posts:** here you will write an abstract over the assigned and chosen reading(s). There are examples available for you to follow in Canvas. You will swap papers with your teammate in order to receive feedback before posting your abstract into the corresponding Discussion Board. Instructions are located within the Lessons and within the Canvas Discussion Forum.

**Topic Reflection Posts**: Some Lessons require you to respond to Discussion Topics posted within the Canvas Discussion Forum. Type your **Original Response** in a Word document, then copy and paste it into the thread. This will ensure you do not lose your work, and will also allow you to spellcheck before posting.

**Peer Responses:** After posting your work, return to the forum and read what others have posted. Abstract discussions will ask you to provide **substantial responses to at least two of your classmates’ posts**. Like your Abstracts and Topic Reflection posts, copy and paste your Peer Response into the reply thread. Address the person you’re responding to by name, at least until you get to know one another. Remember: the goal is to learn from and help one another.

**Originality:** Some readings inspire similar responses. If someone posted thoughts similar to yours, just acknowledge that person’s post as you would in a face-to-face discussion. For example, you might begin by saying: “Like Jamie observed, I think mollusks a particularly good when simmered in lemon butter, however, my personal recipe is a little different in that I like to add fresh minced garlic.”

Remember: discussions are not a collection of isolated monologues. They are the most interactive element of the course and an opportunity for us to come together as a supportive learning community. You may disagree or post ideas radically different than those being expressed by others; but respect and courtesy are important aspects of any fruitful discussion, and no one should ever feel attacked or cornered in a class discussion, whether that discussion takes place face-to-face or online. Be persuasive when expressing your views, not bullying or hostile. Persuasive writing, like persuasive speech, makes use of evidence, supports generalizations, and demonstrates a desire to **see** others’ points before responding.

**3) Fieldwork project:**  Students will be conducting and analyzing a collaborative, class-based qualitative research project over the course of the semester. I will place you into teams of two early in the semester. Teammates will provide constructive feedback on your individual writing, collect data via participant-observation, contribute interview and focus group questions, assist one another recruiting and interviewing participants, share the burden of transcribing interviews, and will work closely together while coding and analyzing the data. You will also have the opportunity to work in larger groups for focus groups and for compiling the final project. In this way, you can receive feedback from scholars other than me, and you will have the chance to see how other scholars conduct research. Additional **Project Guidelines** will be posted in Canvas as we move along in the semester.

**More about Teamwork:** There will be times in this course when heavy collaboration, cooperation, and discussion are required. Look ahead on the syllabus and manage your time wisely. Tip: in the beginning, allow yourself MORE time than you think you’ll need, especially if you have other coursework, thesis research or writing, teaching or professional employment, or family obligations.  DO NOT LEAVE YOUR TEAMMATE IN THE LURCH.

**Peer evaluation:** Each assignment of research design, observation, interviews, etc., builds upon previous work. Teams will provide each other feedback on specific assignments. This feedback will be peer evaluated at the end of the semester, and is included as participation points (see below). Synthesizing both instructor and peer feedback will improve your overall outcomes and prepare you for interdisciplinary collaboration: the future of research!

**Assignments and dates towards the end of class**:  The assignments and dates towards the end of the course may change from what is in the course right now.  We are doing a live project for a client and dates at the end of this process are difficult to plan this far in advance.  I will give you plenty of time and keep you posted along the way, but know that some of the dates may change.  Remember: this is a self-directed course. You will get out of this research experience and this course what you put in.

**GRADING** You will find a point breakdown below this grading scale. I will be adapting these points into a letter grade scale for ease of use. Larger, more complex assignments have specific rubrics posted in Canvas.

| **Letter:** | | **Range:** |
| --- | --- | --- |
| A | 100 % | to 94.0% |
| A- | < 94.0 % | to 90.0% |
| B+ | < 90.0 % | to 87.0% |
| B | < 87.0 % | to 84.0% |
| B- | < 84.0 % | to 80.0% |
| C+ | < 80.0 % | to 77.0% |
| C | < 77.0 % | to 74.0% |
| C- | < 74.0 % | to 70.0% |
| D+ | < 70.0 % | to 67.0% |
| D | < 67.0 % | to 64.0% |
| D- | < 64.0 % | to 61.0% |
| F | < 61.0 % | to 0.0% |

**ASSIGNMENTS and POINT BREAKDOWN:**

|  |  |  |
| --- | --- | --- |
| **Lessons and Assignments** | **Points** | **Grade Category** |
| Introductions - Bio Statement Post | 5 | assignment |
| Introduction Response to Classmate 1 | 5 | participation |
| Introduction Response to Classmate 2 | 5 | participation |
| Lesson 1 Topic 1 Reflection Post | 5 | assignment |
| Lesson 1 Topic 2 Reflection Post | 5 | assignment |
| Lesson 1 Topic 3 Reflection Post | 5 | assignment |
| Lesson 1 Topic Response to Classmate 1 | 5 | participation |
| Lesson 1 Topic Response to Classmate 2 | 5 | participation |
| Lesson 2 Abstract | 10 | assignment |
| Lesson 2 Response to Classmate 1 | 5 | participation |
| Lesson 2 Response to Classmate 2 | 5 | participation |
| Lesson 3 Reflection Post | 5 | assignment |
| Lesson 3 Abstract | 10 | assignment |
| Lesson 3 Response to Classmate 1 | 5 | participation |
| Lesson 3 Response to Classmate 2 | 5 | participation |
| Lesson 4 Reflection Post | 5 | assignment |
| Lesson 4 Abstract | 10 | assignment |
| Lesson 4 Response to Classmate 1 | 5 | participation |
| Lesson 4 Response to Classmate 2 | 5 | participation |
| Lesson 4 Project Consent Forms | 10 | project |
| CITI Certification | 10 | project |
| Lesson 5 Introduction to Research Topic | 10 | project |
| Lesson 5 Abstract | 10 | assignment |
| Lesson 5 Response to Classmate 1 | 5 | participation |
| Lesson 5 Response to Classmate 2 | 5 | participation |
| Lesson 6 Research Design “Proposal” | 20 | project |
| Lesson 7 Participant Observation 1 fieldnotes | 20 | project |
| Lesson 8 Participant Observation 2 fieldnotes | 20 | project |
| Lesson 9 Interview questions | 10 | project |
| Lesson 10 Interview 1 transcript | 30 | project |
| Lesson 10 Interview 1 fieldnotes | 10 | project |
| Lesson 10 Interview 2 transcript | 30 | project |
| Lesson 10 Interview 2 fieldnotes | 10 | project |
| Lesson 11 Focus group questions | 10 | project |
| Lesson 12 Focus group transcript | 30 | project |
| Lesson 12 Focus group fieldnotes | 10 | project |
| Lesson 13 Coding and analysis | 20 | project |
| Lesson 14 Final report | 50 | project |
| Group Member Evaluation | 20 | participation |
| **Total** | **450** |  |

**UNIVERSITY POLICIES**

**1) Academic Integrity:** Cite your sources! This cannot be stressed enough. Students found plagiarizing their own or others’ materials (incl. Canvas, the textbook, articles, online resources, etc.), will first be given an opportunity to explain themselves. If it is determined that the student unknowingly copied work without giving proper credit, that student will be given the opportunity to re-write their assignment. All make-up work deadlines apply – one week from due date is standard. If it is determined that the student knowingly copied work without giving proper credit, that student will be given a ‘0’ (‘F’) for that assignment and their work may be subject to additional scrutiny.

<https://www.insidehighered.com/news/2017/11/14/could-groupme-lead-cheating-guilt-association>

You will be part of an academic community in which honesty and integrity of character are central. The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat (collusion). I DO NOT TOLERATE CHEATING, COLLUSION OR BLATANT PLAGIARISM. Any intentional academic misconduct will be swiftly and harshly dealt with. Students suspected of academic dishonesty will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, and especially the Student Code of Conduct <http://www.unt.edu/csrr/>.

**3) ODA Policy:** The University of North Texas and the Department of Anthropology makes reasonable academic accommodation for students with disabilities. I personally go out of my way for physically and neuro-diverse students. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter. **It is your responsibility to initiate a private discussion with faculty regarding your specific needs in any course.** You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/> . You may also contact them by phone at 940.565.4323.

**4) Sexual Discrimination, Harassment and Assault:** UNT is committed to providing an environment free of ALL forms of discrimination, harassment and assault, *particularly* those of a sexual nature, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) is a victim of any acts of aggression, WE ARE HERE FOR YOU. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources_0>.  Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](http://SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648.  You are not alone.  We are here to help.

**HELPFUL RESOURCES**

**1) Veteran Students:** For students who are active or retired military, thank you for serving our country! If you are a new or returning student, UNT has a lively Student Veteran organization, and a number of other campus resources available here: <http://studentaffairs.unt.edu/student-veteran-services>

**2) UNT Learning Center:** The UNT Learning Center is an AMAZING department filled with AMAZING people – all here to help you, the student, maximize your potential in college and beyond. Not only do they provide us with our Supplemental Instructors, they also offer *free of charge* a number of services such as tutoring, academic coaching, study and learning workshops, speed reading, campus resources, and a number of other academic success-related topics! Check them out here: <https://learningcenter.unt.edu/>

**3) UNT Writing Lab**: Another AWESOME resource available to students is the UNT Writing Lab. Need a refresher course in academic writing or some quick links for your next paper: <https://writingcenter.unt.edu/resources>. On-campus and want to attend a workshop to improve your writing skills? <https://writingcenter.unt.edu/workshops>. Off-campus and struggling with academic paper writing? Check out their online tutoring link here: <https://writingcenter.unt.edu/online-tutoring>

**4) Life happens!** If you are experiencing a personal or family crisis which is affecting your success as a student here at UNT, please check out the resources here at UNT. <http://deanofstudents.unt.edu/resources>

If you have fallen behind in course work and need help, ***please*** do not wait until it is too late!! The sooner you email me: [jamie.johnson@unt.edu](mailto:jamie.johnson@unt.edu) the sooner I can put you in touch with the appropriate contacts and get you back on track for the remainder of the course